

Accessible Instructional Materials For All

Adapted Literacy and Numeracy
For students with significant disabilities

Text in the Right Format
For All

St. Tammany Parish Schools



Literacy Folder

Intervention Planning Tool

The Intervention Planning Tool provides an overview of indicators of growth in reading. Use the Intervention Planning Tool to determine your beginning reader's profile, locate reading interventions and track progress across the school year. Follow the directions below.

1. Review the Reader Profile descriptions for each of the categories: Concepts About Print, Alphabetic Principle, Oral Language, and Phonological Awareness.
2. Put a check mark in every box that describes what your beginning reader is doing NOW.
3. Look at each reader profile from left to right. For each category, find the column farthest to the right that has two or more checks. Circle the appropriate quarter marker under that column.
4. Look at the interventions in the column you have selected and those in the column to the right to guide your intervention planning for this reader.

EXAMPLE

Concepts About Print				Independent Reading							
Reader Profile <input checked="" type="checkbox"/> Recognizes if a book is upside down or backwards. <input checked="" type="checkbox"/> Shows excitement or interest (laughs or vocalizes) when being read to or in response to a favorite part of a book. <input checked="" type="checkbox"/> Begins to demonstrate preferences for some books over others.				Reader Profile <input checked="" type="checkbox"/> Demonstrates knowledge of story reading process including page turning, commenting, pointing to pictures. <input checked="" type="checkbox"/> Demonstrates understanding that text flows from left-right, top-bottom as well as page-to-page in books. <input type="checkbox"/> Shows knowledge of the one-to-one correspondence between spoken and written words.				Reader Profile <input type="checkbox"/> Shows an understanding of the use of upper case letters in text (at the beginning of the sentence and/or at the beginning of a person's name). <input type="checkbox"/> Identifies individual words in text. <input type="checkbox"/> Independently chooses books by their covers/titles and communicates preferences.			
Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4

5. Use the suggested intervention activities listed below the reader profile to help your beginning reader practice and achieve success within each skill area.
6. Review and update the Reader Profile once each quarter. Circle the quarter in which you make each observation. *Tip: Use a different color of pen to circle the reader's reading profile each quarter for easy identification OR create a new updated Reader Profile for each new quarter of the school year.*

Start-to-Finish Literacy Starters

Intervention Planning Tool

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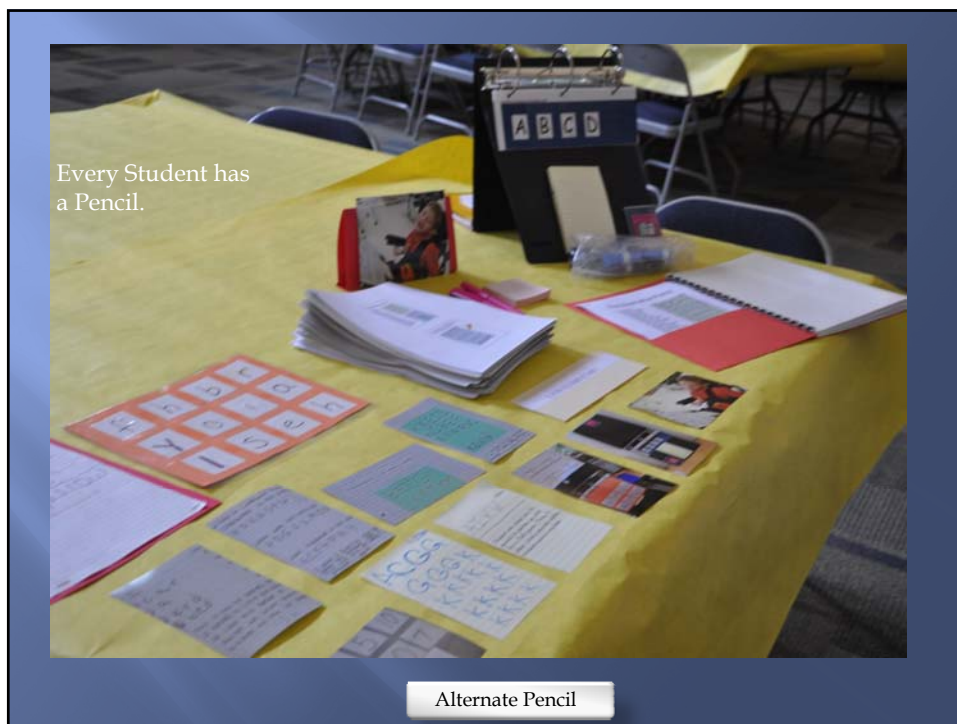
	Early Emerging Literacy		Transitional Emerging Literacy		Early Conventional
	(1 point) Interest/Awareness	(2 point) Participation	(3 points) Recognition	(4 points) Demonstration	(5 points) Purposeful Engagement
Phonemic Awareness	Shows some interest or enjoyment in rhyme play activities ✓	Participates during rhyme play by repeating words of similar sound patterns X	Attempts to create word similarities, such as rhyme or initial sound patterns	Identifies similarities and differences of sounds within words; identifies some letters	Creates new words within word families; associates consonant letters and sounds
Concepts of Print	Shows beginning interest or attention to book reading ✓	Attends to story reading and graphics with minimal prompts	Recognizes left to right sequence of text within page format	Follows the left-right, top-bottom flow of text and page to page progression of stories	Reads words in text while following a left-right, page to page flow
Word Recognition	Shows beginning interest or attends to graphics or pictures	Identifies named pictures or graphics ✓	Recognizes familiar signs, names, or text words with graphic support X	Identifies some text words without graphic support	Identifies an increasing # of high frequency sight words
Fluency	Shows beginning awareness of repetitive lines in story reading X	Participates with a repetitive line during story reading	Predicts or repeats repeated lines within a story	Attempts to read/reread text within a repeated story	Reads text for a purpose; Reads familiar stories with varied text patterns
Comprehension	Shows indications of spoken word and object recognition within own experiences ✓	Associates spoken word to graphics within a story page read X	Associates connected speech with supporting graphics during story reading	Fills in open ended sentences and omitted words during repeated stories	Engages in "retell" activities and responds to questions that represent comprehension
Total Score	Early Emerging Literacy: 0 - 5	Early Transitional Emerging Literacy 6 - 10	Transitional Emerging Literacy 11 - 15	Late Transitional Emerging Literacy 16 - 20	Early Conventional Literacy 21 - 25

Directions: Engage the student in story reading and/or reading related activities. Observe student's behaviors and level of participation. Mark the space in each row that most clearly defines the student's level of concept understanding. Calculate the total points for the student. Within each of the five areas, note the level of text that you should select to help the student move further in their skill and understanding.

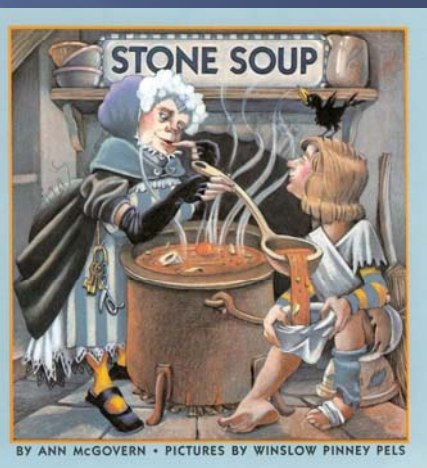
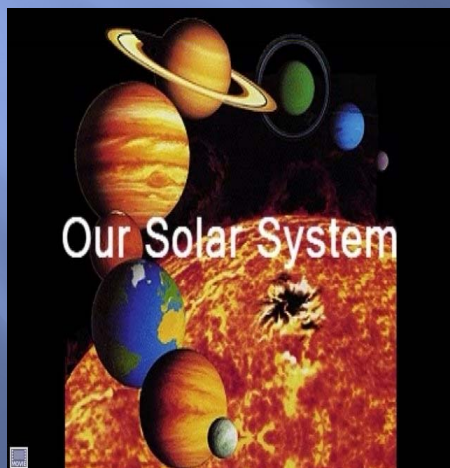
Student Name Dodie Date 8/18/09 Assessed by Linda LeCouppe

Kathy Staugler © 2007

Kathy Staugler Rubric




Adapted Books






PICTURE ASSISTED READING




n2y Encyclopedia Edition 1

GOVERNMENT


www.news-2-you.com




Symbols of America




The United States is a free country.




Some countries are not free.




We are lucky to be free.




Symbols



remind



us that we are free.

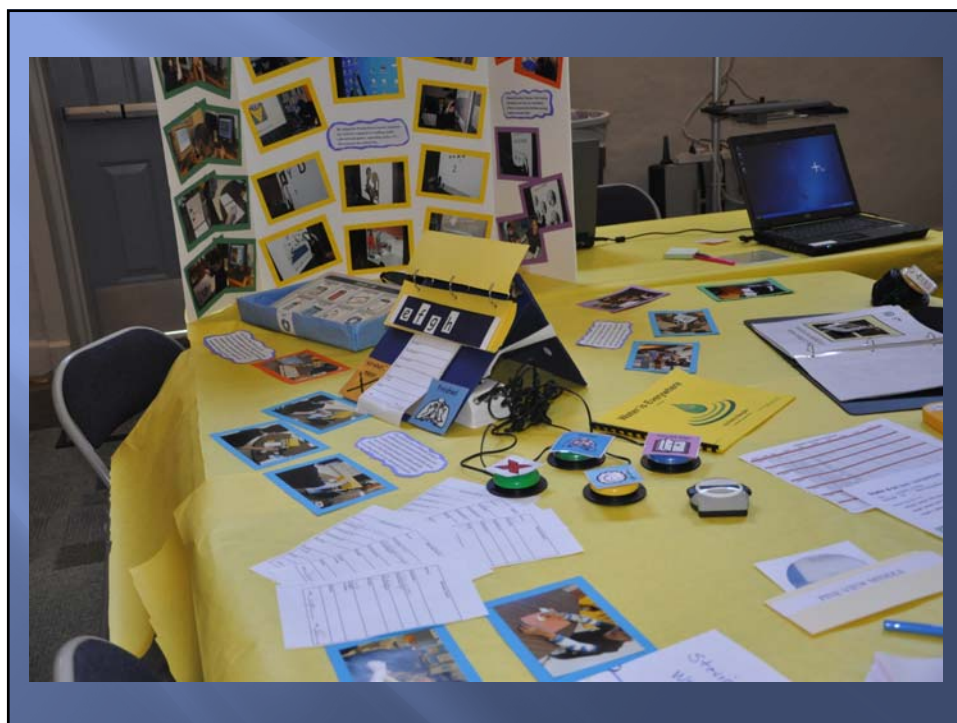


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U.S. January Year 3

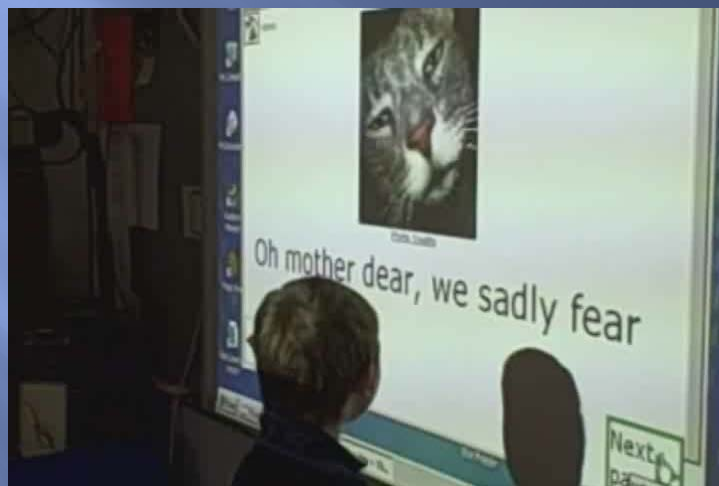
1

INT. Unit 20. History and Government. This is Our Government
Lesson 6. Article 2. "Symbols of America", Level 1 - D





Just Tools



Unique Learning System

Unit Topic: My Country: Yesterday and Today
Grade Band: Elementary
Unit Target: History and Government

Unit 20

Lesson 1

Instructional Targets:

Reading Fluency: Read fluently in simple text forms.
Reading Comprehension: Answer simple questions about text; Independently read favorite books.
Acquisition of Vocabulary: Build vocabulary meaning.
History: Describe family life, today, long ago and in various places; Compare daily life of past and present.
Which of your state standards are aligned to these instructional targets?

Classroom Activities/Lesson Plan:

Levelled Book: *Grandpa Long Ago*

This book is presented in three leveled text formats: Level A (captioned), Level B and Level C. Select a level appropriate to the student.

Read the story, *Grandpa Long Ago*.

- Introduce the story by talking about the past. Help the students understand how things happened a long time ago and how they may be very different than what we have today.
- On the first reading, do a picture walk. Note pictures of the different telephones, TVs, and radios.
- Read the story aloud to model fluency. After reading the story, ask questions about how the pictures have changed. How are things the same? How are they different?
- As a group, reread the story with pauses for key words to encourage participation. Encourage choral reading of sentences.
- Independent or paired reading: Focus on individual student abilities in reading with text or supported text versions.
- Support student reading using the communication board.
- Follow up reading with discussion on other items that have changed from the past (e.g., washing machines, roads, clothes).

Comprehension questions from leveled books are based on the highest level in the series. This leveled book may be read aloud for some students to gain meaning.

Progress monitoring tools are available for monthly checkpoints.

Differentiated Tasks:

Level 3

Students will independently read the book.

Students will respond to simple questions about the story.

Level 2

Students will state a word or point to a picture of omitted words during a shared reading.

Students will point to pictures in response to simple questions related to the story.

Level 1

Students will state a sentence from the book by activating a talking switch.

Resources and Materials:

Levelled book: *Grandpa Long Ago*

Communication board

Notes:

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U.S. Patent: 7,947,717

Grandpa Long Ago

Level A

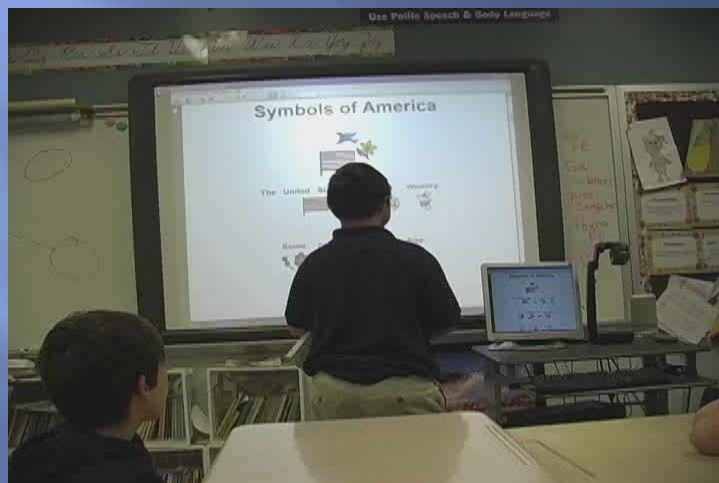


by Amy Bihn

Illustrated by Jessica Keeton

© 2010 HOJ, Inc. and Government of the County, Mississippi, and State of Louisiana. Levelled Book: *Grandpa Long Ago*, Level A.

Elementary Band
Intermediate Band
Middle School Band
High School Band
Transition Band



- ❑ Tarheelreader.org- a collection of free, easy-to-read, and accessible books on a wide range of topics. Teacher created. Each book can be speech enabled and accessed using multiple interfaces, including touch screens and switches.
- ❑ Hiyah.net- Free Software for Children who want to use the computer but can't yet use a mouse
- ❑ [Accessible Book Collection.org](http://AccessibleBookCollection.org)- *Dynavox and Mayer-Johnson* is now providing Boardmaker Plus!v6 switch accessible formatted books.

Classroom Suite and Clicker 5 picture books formatted to be switch accessible are now available.

Figure 1

Assistive Technology Consideration Checklist
(Used in determining AIM Eligibility)

Page of

Student Name: School: Date:

D.O.B.: Teacher completing form:

Directions: Use this form to consider the need for assistive technology (AT). If a child requires AT, document AT needs on the IEP area where the student is already using AT.

Part I. Identify any area that is keeping the student from accomplishing IEP goals that reflect his/her abilities, or identify any area where the student is already using AT.			Was 1 or more area identified?
<input type="checkbox"/> A. Motor Aspects of Writing <input type="checkbox"/> B. Computer Access <input type="checkbox"/> C. Composing Written Material <input type="checkbox"/> D. Communication <input type="checkbox"/> E. Reading (Attach completed PROBE)	<input type="checkbox"/> F. Learning/Studyng <input type="checkbox"/> G. Math <input type="checkbox"/> H. Recreation <input type="checkbox"/> I. Activities of Daily Living <input type="checkbox"/> J. Mobility	<input type="checkbox"/> K. Environmental Control <input type="checkbox"/> L. Positioning and Seating <input type="checkbox"/> M. Vision <input type="checkbox"/> N. Hearing <input type="checkbox"/> O. Other	<input type="checkbox"/> Yes - Go to Part II. <input type="checkbox"/> No - Consideration is complete.
Part II. A. List the area(s) identified in Part I. Specify the task(s) the student is unable to do and the endorsement(s) where that task takes place. →	B. Briefly list or describe any special strategies, accommodations or technology already being used. →	C. Is the student able to complete tasks at his/her ability with any special strategies, accommodations or technology already being used?	
		<input type="checkbox"/> Yes... Current strategies are adequate. Consideration is complete. <input type="checkbox"/> Yes... The student's current use of AT is adequate. Consideration is complete. Document current use of AT on the IEP. <input type="checkbox"/> No - Go to Part III. *Send this form, and PROBE (if applicable) to Assistive Technology at HOC (Harrison Cur. Ctr)	
Part III. Select one of the following and proceed as described. <input type="checkbox"/> The student has already received an AT assessment and AT has been determined to be required. The IEP team knows the nature and extent of the AT devices/services needed and will address AT in the student's IEP. <input type="checkbox"/> AT may be required. The IEP team determines that additional information is needed and will conduct additional AT screening or refer for AT assessment. Record this statement on the IEP. Comments: 			
Form completed by: *AT screening may include additional observations, informal assessment or trials of AT devices and strategies. Teacher OCR Date (Rev 8/09)			

Special Education Department
PROBE for
Determining Student's Eligibility for AIM
(Access to Instructional Materials)

Date _____ Student's Name _____
DOB _____ Age _____ Grade _____ School _____

Teacher completing form

1. Is the student able to read standard printed materials at a sufficient rate and with adequate comprehension in order to complete academic or curricular tasks with success, relative to same age peers? YES NO

2. If "NO," check below any factors that contribute to the student's difficulty in accessing standard print-based curriculum materials:

_____ Physical impairment involving use of arms/hands (Specify: _____)
☐ Complete Assistive Technology Consideration Checklist
☐ Complete probe
☐ Complete Verification of Eligibility to use NIMAS Materials. Submit completed form with documentation attached (obtained from OT and/or PT) to District AIM Chairperson at Harrison Curriculum Ctr.
☐ Include statement on IEP/504 in the Academic/Functional needs box (or 504 LAF) "Student is NIMAS/AIM eligible."

_____ Visual impairment (Specify: _____)
☐ Complete Assistive Technology Consideration Checklist
☐ Complete probe
☐ Complete Verification of Eligibility to use NIMAS Materials. Submit completed form to the District AIM Chairperson at HCC who will obtain required documentation for eligibility.
☐ Include statement on IEP/504 in the Academic/Functional needs box (or 504 LAF) "Student is NIMAS/AIM eligible."

_____ Reading Disability of an organic nature is suspected. Organic causes of reading disabilities include those related to dysfunction of the neural pathways required for fluent reading. Examples of "organic nature" as applies to causes of reading disabilities include: a) Minimal response to intensive remediation over time; b) Traumatic Brain Injury; c) Stroke; d) Visual Processing Disorder. These must be certified by an M.D. who may consult with colleagues in associated disciplines. The District AIM Chairperson will make contact with the parent to obtain the necessary documentation for this type of reading disability and NIMAS eligibility.
☐ Complete Assistive Technology Consideration Checklist
☐ Complete probe
☐ Complete Verification of Eligibility to use NIMAS Materials. Submit completed form to the District AIM Chairperson at HCC who will obtain required documentation for eligibility.
☐ When documentation is obtained, the District AIM chairperson will notify teacher with IEP authority to amend the IEP to indicate that the "Student is NIMAS eligible."

_____ "Other" students requiring adapted instructional material but not qualifying for any of the categories above. (Specify: _____)
☐ Complete Assistive Technology Consideration Checklist
☐ Complete probe

AIM Eligibility Probe, page 2

3. Do any other barriers to reading proficiency exist? Check any that apply.

_____ Limited English language proficiency (i.e., ESL students)
 _____ Poor attendance
 _____ Inadequate pre-requisite skills
 _____ Behavior
 _____ Lack of self-motivation
 _____ Other (describe) _____

4. Current reading/literacy levels based on data: (Attach SpEd framing data forms)

**Listening Comprehension level _____

5. What strategies or accommodations regarding print materials have already been tried and indicate the results by attaching documentation:

_____ Access Guide	_____ SRA Corrective Edg - Decoding
_____ Thinking Maps	_____ SRA Corrective Edg -Comprehension
_____ Write from the Beginning	_____ Edmark
_____ Write for the Future	_____ Fast Fox Words
_____ Treasury Reading Series	_____ Partner Reading
_____ Triumphs Reading Series	_____ Cloze Reading
_____ Voyager	_____ Choral Reading
_____ Headstart	_____ Repeated Reading
_____ Florida Ctr for Edg Research	_____ Academic Workout
_____ Free Reading	_____ Reader's Handbook
_____ Project Read	_____ American Literature Series
_____ Earobics	_____ Classic Retelling Novels
_____ My Reading Coach	_____ Strategic Instruction Model (SIM)
_____ STAR Reading	
_____ Other Edg Interventions	_____ MacDonal Interactive Reader

6. Student participates in: LAA1 LAA2 LEAP/LEAP GEE

AIM Eligibility Probe, pg. 2
** must be included (8/09)

Other Great Things to Know



Reading Tools



Alternate Format Books

- Electronic books can be read with:

- Computers
- Portable devices (PDA, Pocket PC)
- Class Mate Reader (HumanWare)
- Kindle (Amazon)




Read&Write 9 GOLD

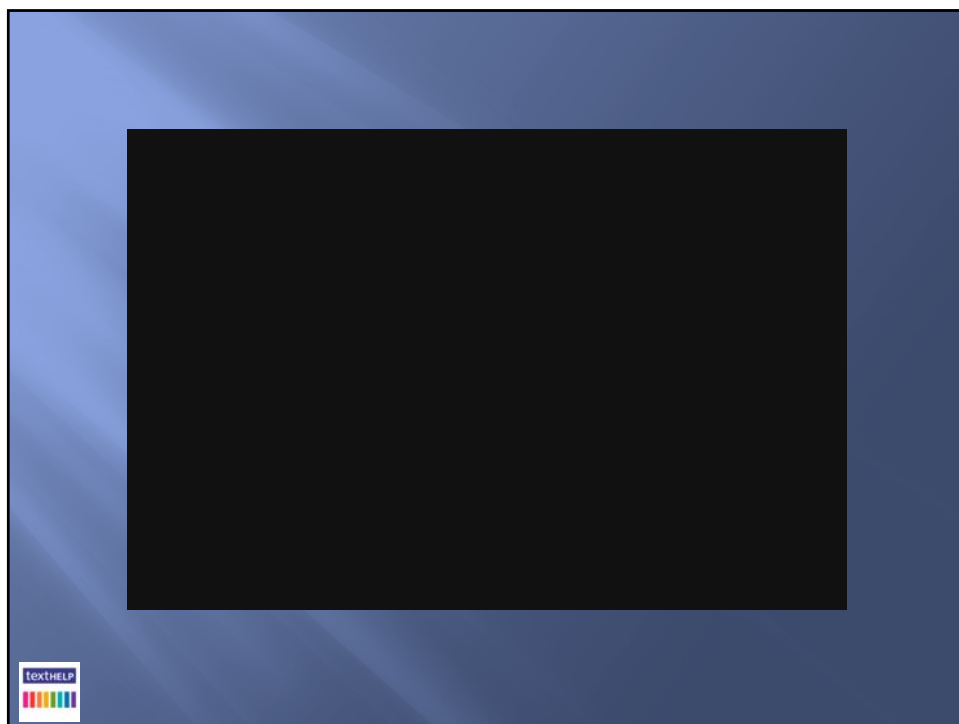
Read & Write Gold
purchased for every school in the parish with grades 4 through 12

Tools for Learning

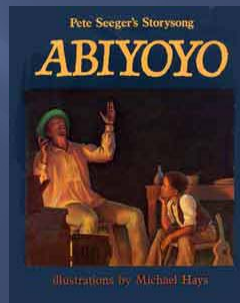
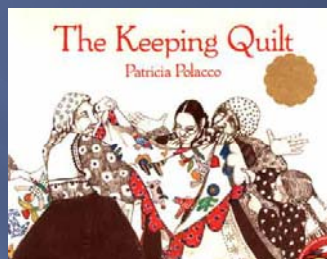
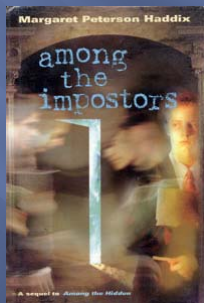
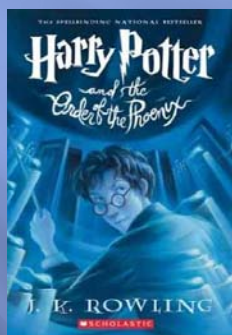
Reading
Writing
Study Skills
Research



Available at all times with any program that is opened on your computer. It can read locked text.



Audio/Digital Books
Bookshare
Library



This screenshot shows the Blackboard Academic Suite interface in Microsoft Internet Explorer. The browser's address bar displays a URL for a community tab. The page features a navigation menu on the left with categories like ELA, Math, Science, and Social Studies. The main content area is divided into two columns: English Language Arts and Math. The English Language Arts column lists resources for Reading (Grades K-6), Literature (Grades 6-12), Handwriting, and Online Essay Scoring (Grades 6-12). The Math column lists resources for Math Grades K-5 (Scott Foresman) and Math Grades 6-12 (McDougal Littell), including various student and teacher editions and access codes. The taskbar at the bottom shows several open applications, including Internet Explorer, Citrix, NaturalReader, and AIM.

English Language Arts

- Reading, Grades K-6
 - Treasures Online Access Bookmarks
 - Macmillan Teacher eEdition
 - Macmillan Student eEdition
 - Macmillan Leveled Reader Database
- Literature, Grades 6-12
 - McDougal Littell Teacher eEdition
 - McDougal Littell Student eEdition
- Handwriting
 - Zaner-Bloser Online Templates
- Online Essay Scoring Grades 6-12

Math

- Math Grades K-5, Scott Foresman
 - Kindergarten teacher code
 - 1st Grade teacher and student code
 - 2nd Grade teacher and student code
 - 3rd Grade teacher and student code
 - 4th Grade teacher and student code
 - 5th Grade teacher and student code
- Math Grades 6-12, McDougal Littell
 - Math Course 1 Student Edition
 - Math Course 1 Teacher Edition
 - Math Course 2 Student Edition
 - Math Course 2 Teacher Edition
 - PreAlgebra Student Edition
 - PreAlgebra Teacher Edition
 - Algebra I Student Edition
 - Algebra I Teacher Edition
 - Geometry Student Edition
 - Geometry Teacher Edition
 - Algebra 2 Student Edition
 - Algebra 2 Teacher Edition

This screenshot shows the Blackboard Academic Suite interface in Microsoft Internet Explorer, displaying a different set of course listings. The navigation menu on the left remains the same. The main content area is divided into four columns: Science, Social Studies, Health, and Foreign Language. The Science column lists resources for Grades K-6, including Physical Science, Biology, Chemistry, and Physics student editions. The Social Studies column lists resources for Grades K-6 Online Access Codes and various student editions for American History, Louisiana History, World Geography, and Free Enterprise. The Health column lists Glencoe Health 2005. The Foreign Language column lists French I, II, and III. The taskbar at the bottom shows the same set of open applications as the previous screenshot.

Science

- Grades K-6
 - Physical Science Student Edition
 - Biology: Dynamics of Life Student Edition
 - Chemistry Student Edition
 - Physics Student Edition

Health

- Glencoe Health, 2005

Social Studies

- Grades K-6 Online Access Codes
- Grade 7 American History Student Edition
- Grade 8 Louisiana History Student Edition
- Grade 8 Louisiana History Teacher Edition
- World Geography Student Edition
- World Geography Teacher Edition
- Free Enterprise Student Edition
- Choices Student Edition
- American History Student Edition
- Sociology Student Edition
- Psychology Student Edition

Foreign Language

- French I, II, and III

Free Talking Books Online

- ▣ [The Online Books Page](#) - A gigantic directory of e-books from all over the web.
- ▣ onlinebooks.library.upenn.edu/ - A gigantic directory of e-books from all over the web. These sites have *free* text that can be used with commercial and free readers (Read Please and Natural Reader).
- ▣ [Many Books](#) - There are 18,786 e-Books available and they're all *free*! A large selection of books to be read on your PDA, cell phone, iPod, iPhone and more
- ▣ Project [Gutenberg](#) - The first project for converting public domain works into a digital format; their selection now numbers over 5,000.

- ▣ [Planet PDF .com](#) - A decent sized collection of classic novels all in PDF format.
- ▣ [Free Classic AudioBooks.com](#) - Huckleberry Finn, Adventures Of Tom Sawyer
- ▣ [Accessible Book Collection.org](#) - The Accessible Book Collection is a non-profit corporation. Our primary mission is to provide high interest/low reading level digital text to qualified persons with disabilities.

More to Talk About

- ▣ Readprint.com – Thousands of novels, poems, and stories. Fiction, Non-Fiction, Plays, Short Stories.
- ▣ WARNING: “The surgeon general reports that having these many free books at your disposal can be highly addictive.”

<http://www.bookshare.org/> - A searchable online library. Bookshare offers approximately 90,000 digital books, textbooks, teacher recommended reading, periodicals and assistive technology tools.

FYI

iPad, iPhone, and iPod touch Users Can Read Bookshare Books with Read2Go app

"The only person who is
educated is the one who
has learned how to learn
and change."
-- Carl Rogers

